

PORT ROYAL ELEMENTARY

1214 Paris Avenue
Port Royal, SC 29935

GRADES PK-5 Elementary School

ENROLLMENT 242 Students

PRINCIPAL Kay Keeler 843-322-0820

SUPERINTENDENT Herman K. Gaither 843-322-2300

BOARD CHAIR Earl Campbell 843-322-2356

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
14	64	10	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Good	Average	N/A
2003	Good	Below Average	Yes
2004	Average	Unsatisfactory	Yes

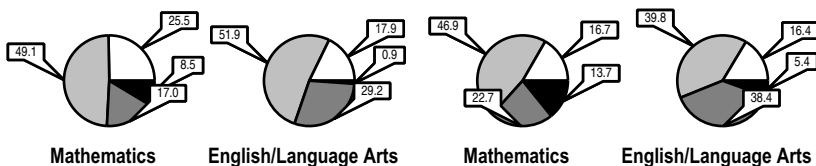
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

59.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	118	100.0	17.4	52.3	29.4	0.9	44.0	Yes	Yes
Gender									
Male	59	100.0	17.0	56.6	26.4	0.0	49.1		
Female	59	100.0	17.9	48.2	32.1	1.8	39.3		
Racial/Ethnic Group									
White	83	100.0	14.1	50.0	34.6	1.3	50.0	Yes	Yes
African-American	34	100.0	26.7	56.7	16.7	0.0	30.0	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	97	100.0	10.1	55.1	33.7	1.1	51.7		
Disabled	21	100.0	50.0	40.0	10.0	0.0	10.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	118	100.0	17.4	52.3	29.4	0.9	44.0		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	117	100.0	17.6	51.9	29.6	0.9	44.4		
Socio-Economic Status									
Subsidized meals	60	100.0	16.4	52.7	30.9	0.0	43.6	Yes	Yes
Full-pay meals	58	100.0	18.5	51.9	27.8	1.9	44.4		

Mathematics - State Performance Objective = 15.5%									
All Students	118	100.0	24.8	50.5	16.5	8.3	43.1	Yes	Yes
Gender									
Male	59	100.0	20.8	58.5	11.3	9.4	41.5		
Female	59	100.0	28.6	42.9	21.4	7.1	44.6		
Racial/Ethnic Group									
White	83	100.0	17.9	50.0	20.5	11.5	55.1	Yes	Yes
African-American	34	100.0	43.3	50.0	6.7	0.0	13.3	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	97	100.0	18.0	51.7	20.2	10.1	52.8		
Disabled	21	100.0	55.0	45.0	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	118	100.0	24.8	50.5	16.5	8.3	43.1		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	117	100.0	25.0	50.0	16.7	8.3	43.5		
Socio-Economic Status									
Subsidized meals	60	100.0	32.7	49.1	10.9	7.3	30.9	Yes	Yes
Full-pay meals	58	100.0	16.7	51.9	22.2	9.3	55.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	31	100.0	38.5	30.8	30.8	N/A	30.8
	Grade 4	38	100.0	5.6	50.0	44.4	N/A	44.4
	Grade 5	38	100.0	22.9	48.6	28.6	N/A	28.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	40	100.0	13.2	52.6	34.2	N/A	34.2
	Grade 4	30	100.0	26.7	40.0	30.0	3.3	33.3
	Grade 5	48	100.0	14.6	64.6	20.8	N/A	20.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	31	100.0	30.8	38.5	15.4	15.4	30.8
	Grade 4	38	100.0	5.6	63.9	25.0	5.6	30.6
	Grade 5	38	100.0	17.1	51.4	22.9	8.6	31.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	40	100.0	26.3	65.8	7.9	N/A	7.9
	Grade 4	30	100.0	26.7	50.0	13.3	10.0	23.3
	Grade 5	48	100.0	20.8	41.7	22.9	14.6	37.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 242)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	1.8%	Up from 0.4%	2.5%	2.7%
Attendance rate	96.8%	Down from 98.1%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	11.0%		3.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	9.3%		2.6%	3.5%
Eligible for gifted and talented	18.6%	Down from 22.1%	19.9%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.1%	Up from 5.8%	8.2%	8.2%
Older than usual for grade	0.4%	N/A	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Up from 0.0%	0.0%	0.0%

Teachers (n= 16)				
Teachers with advanced degrees	37.5%	Up from 21.4%	54.0%	51.4%
Continuing contract teachers	81.3%	Down from 85.7%	91.0%	87.5%
Highly qualified teachers**	93.3%	N/A	95.7%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	91.4%	Down from 93.9%	89.5%	86.7%
Teacher attendance rate	94.3%	Down from 96.1%	95.0%	94.9%
Average teacher salary	\$38,582	Down 1.2%	\$41,278	\$40,760
Prof. development days/teacher	20.2 days	Up from 15.7 days	11.5 days	12.4 days

School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	23.2 to 1	Up from 20.3 to 1	20.0 to 1	18.9 to 1
Prime instructional time	86.3%	Down from 91.1%	90.2%	90.0%
Dollars spent per pupil*	\$5,630	Up 4.2%	\$5,712	\$6,044
Percent of expenditures for teacher salaries*	58.6%	Up from 50.9%	65.9%	65.9%
Opportunities in the arts	Poor	Down from Excellent	Good	Good
Parents attending conferences	99.0%	Down from 99.2%	99.0%	99.0%
SACS accreditation	Yes	Up from No	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.9%	92.0%
Highly qualified teachers in high poverty schools**	88.1%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Port Royal Elementary's location in the center of the Town of Port Royal offers great opportunities. Students took advantage of the surrounding water, marsh, and town offices to extend their classroom learning, while business partners joined us in projects and events to enhance programs and activities. Many new firsts occurred including the use of our new multi-purpose room for drama, music, dance, and performances.

This year was the third year evaluation for the International Baccalaureate Primary Years Programme (IB-PYP). Teachers, parents, and students took part. Teachers continued to be trained in best practices and new strategies to help students meet success. The fifth grade exhibition showcased the level of understanding and knowledge that our children take with them to middle school.

The addition of two special education classes and school-wide growth increased our numbers. New staff members were hired and teacher leaders were designated for assistants, primary grades, related arts, and elementary grades. The entire staff took two courses over the year, one in the arts and the other in learning styles. Many implemented Project Read in their reading programs. In addition, 90% of the faculty participated in Schools That Learn, offered by the district, dealing with professional relationships and belief systems and their effect on learning at school.

While the teachers were involved in learning, the students demonstrated success by having three Destination Imagination teams, one placing first and one placing second in state competition. School-wide celebrations took place each nine weeks in the new multi-purpose facility. Over 300 people from families and the community were in attendance at each event. Children sang, performed skits reflecting their learning, and danced to share what goes on in the classroom. Title I classification enabled us to offer after-school tutoring and a homework center with certified staff.

Teachers and students kept portfolios to demonstrate their learning. Parent conferences included these forms of assessment. Teachers worked many hours on assuring that the standards are reflected in every curriculum offered to the students. This has truly been a year of growth and learning with new numbers added to the student population and to the staff. We look forward to next year with a bit of stability and the opportunity to build on what has been learned together this year.

Parent volunteerism is on the rise and we are very appreciative for their participation. Two family festivals and five family nights brought in over 1,000 people to our school during the year. The help in classrooms, with work at home, and chaperoning on field trips has a great impact on the students. Mentoring and reading volunteers were here weekly along with students from the University of South Carolina- Beaufort campus. This partnership along with the businesses and parents will have an effect on the student's learning for years to come.

Kay Keeler
Nancy Promislow

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	18	42	33
Percent satisfied with learning environment	100.0%	97.6%	97.0%
Percent satisfied with social and physical environment	100.0%	88.1%	93.9%
Percent satisfied with home-school relations	100.0%	95.1%	90.6%

*Only students at the highest elementary school grade level at this school and their parents were included.